

Design, Development, Implementation and Evaluation of Massive Open Online Courses for Continuing Professional Development on Adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER & OEP) – A Design-based Capacity Development Initiative

Phase 1 – 2017/2018

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Executive Summary

This research project is about the design, development, implementation and evaluation of Massive Open Online Courses for Continuing Professional Development of practitioners in the adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER and OEP). The project is being undertaken by a team of practitioners from the Open University of Sri Lanka (OUSL). Phase 1 of the project has involved the design and development of four CPD MOOCs. Phase 2 will be on their implementation and evaluation.

The development of these MOOCs a significant departure from contemporary practices. It involves the adoption of a scenario-based approach to learning (SBL). The approach is grounded in constructivist pedagogy and it was used to provide the conceptual framework for the design of the four CPD MOOCs on OER and OEP. The development process has the design of productive online learning experiences which situates learners in authentic learning contexts where they are asked to solve real-life challenges. The CPD MOOCs are being developed to be implemented via Moodle LMS.

A Design-based approach is adopted in its research. As part of this process, researchers collaboratively engaged in a contextualized, process-oriented and a self-reflective enquiry to identify appropriate design strategies as a solution to address the key research problem “How best to design an effective CPD MOOC on OER and OEP?”.

Qualitative data has been collected throughout the process using multiple strategies such as concept mapping, written self-reflections, focus group discussions, and analysis of the designed artefacts. Despite facing various challenges in the conduct of planned activities during Phase 1, mainly in terms of time constraints and technical issues, the project team managed to overcome them using various strategies, and working with commitment as a team. A number of academic and research outputs have been released during phase 1 of project, in the form of a journal article, conference papers and other presentations, a weblog, and a booklet.

OUSL-CEMCA PROJECT ON CPD MOOCs on OER-OEP

PHASE 1 – Final Report

(01.09.2017 to 30.06.2018)

1. Introduction:

The Open University of Sri Lanka (OUSL) initiated a research project in 2017, on the design, development, implementation and evaluation of Massive Open Online Courses for Continuing Professional Development on the adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER and OEP), with the support of the Commonwealth Educational Media Centre for Asia (CEMCA). This project is planned to be conducted in two phases: Phase 1 involving design and development, during September 2017-June 2017; and Phase 2 – to implement and evaluate the CPD MOOCs, during August 2018-March 2018. Phase 1 commenced from 1st September 2017, immediately after the Contribution Agreement between CEMCA and OUSL was signed (*Annex. 1*). This final report on phase 1 of the project provides a detailed account of tasks completed up to 30th June 2018, along with an evaluation of the activities. This is submitted in fulfillment of Deliverable No. 3.1.7 as specified in the Contribution Agreement (under Budget Code: 18-ED1-262).

2. Background:

During 2014/2015, the OUSL has implemented a project to develop and implement a professional development course on OER-based e-Learning (OEReL) with the support of CEMCA. This earlier project was conducted from December 2014 to June 2015, during which a fully online course was developed, adapted from a course on OER-based e-Learning that has been developed by CEMCA during 2013, in collaboration with the Wawasan Open University (WOU), Malaysia (CEMCA, 2014). The OEReL online course of OUSL consisted of five modules - Concept and Practices of OER; Search and Evaluation of OER Materials; Licensing and Copyrights; Designing Learning Experiences for OER-based e-Learning and Integrating OER in e-Learning, adapted from a core set of modules in the original OEReL course of CEMCA/WOU.

The OEReL online course of OUSL was implemented for 24 weeks, and at its successful completion, the course team, together with the participants, identified the need for the continuation of this PD course, extending it beyond OUSL to other Universities and higher educational institutions in Sri Lanka. It was strongly felt that professional development of educators on OER and OEP was a current need in the country. However, the approach to be taken was widely discussed, based on the current experience by both parties. It was unanimously decided to redesign the OEReL course and develop it in the form of a Massive Open Online Course (MOOC) for continuing professional development (CPD) of practitioners, which would be the first CPD MOOC to be implemented by OUSL as well as in the Sri Lankan education system.

3. Rationale and Significance

As revealed by research conducted on the previous OEReL course, it had much strength as a PD online course for educators on OER-based eLearning, yet some common issues were faced by the participants who were full-time academics, to actively engage in and complete all required

learning and assessment tasks within the stipulated time-frames resulting in only 29% of successful completion (see Karunanayaka, Naidu, Rajendra, & Ratnayake, 2017; Karunanayaka, Rajendra, Ratnayake, & Naidu, 2016; Karunanayaka, Naidu, Rajendra, & Ratnayake, 2015). While suggestions were made to give a lesser number of tasks per week and allocate more time to complete the learning and assessment tasks, it meant either reducing the course content and tasks, or further expansion of the full course duration beyond six-months, both of which were undesirable. The existing course content was considered as important for educators, yet participants would prefer to complete a PD course of a much shorter duration.

To extend the existing course to a wider audience while addressing these issues, it was decided to substantially re-design and revise the existing content of the OEReL course and re-develop it as a full CPD MOOC for educators comprising four “Mini MOOCs” each of a shorter duration. However, subsequently, it was decided to drop the term “Mini MOOCs”, but to focus on the development of four “CPD MOOCs” at different levels, which would be offered in sequence, but also serving as 4 independent stand-alone courses. It was also envisaged that a CPD MOOC on OER and OEP should not be limited to educators, but be open to practitioners in any field of study, who might be interested in the adoption of OER and OEP.

Accordingly, the original project title was slightly revised as follows:

Project Title (ORIGINAL):

Design, Development, Implementation and Evaluation of a Massive Open Online Course for Continuous Professional Development (CPD MOOC) for educators on Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) – A Design-based Capacity Development Initiative

Project Title (REVISED):

Design, Development, Implementation and Evaluation of Massive Open Online Courses for Continuing Professional Development on Adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER & OEP) – A Design-based Capacity Development Initiative

Adoption of OER and OEP in teaching and learning will essentially require a proper understanding of the concept of OER, and skills in finding, identifying, and creating OER as well as how best to integrate OER to support the teaching-learning process. This requires teachers and learners to move beyond a mere focus on access to OER, and to engage in various scholarly practices of openness, resulting in OEP which are participatory, collaborative and innovative in nature.

At a time where ICT-integrated teaching and learning is becoming more and more popular within the education systems, and with the growing need for raising awareness on the potentials of OER and promoting OEP among educators and other practitioners, this is a timely venture. A CPD MOOC is expected to attract a wider audience of practitioners in Sri Lanka, and elsewhere. This initiative should ultimately have a significant impact on OUSL taking the leadership in the higher education system in Sri Lanka, in this novel arena.

4. Review of Literature

Since its emergence in 2008, the MOOC phenomenon has gained wide recognition as an educational innovation in open, distance and flexible learning. It is considered a model of free, open and life-long learning (Bates, 2015; Daniel, 2012; Downes, 2012). The first generation of cMOOCs supported a connectivist theory of learning focusing on 'knowledge creation and generation', while the second generation of xMOOCs focused on 'knowledge duplication' (Siemens, 2014).

The cMOOCs encompass design principles promoting the autonomy of the learner to choose what content or skills they wish to learn; diversity of tools, participants and content; interactivity, co-operative learning and communication; and openness in access, content, activities and assessment (Bates, 2014). In contrast, xMOOCs comprise design features encouraging information transmission through video lectures and automation of all key transactions, computer-marked assessments and peer assessments, with no or very limited moderation (Bates, 2015).

Contemporary MOOCs indicate a dominance of xMOOC characteristics which indicates a change of focus of MOOCs from its original intention of knowledge creation, generation and sharing, back to the conventional knowledge transmission mode, which raises concerns about their real purpose. However, at present, a variety of MOOC designs are evolving (Bates, 2015).

The characteristics of MOOCs are implied by their four key dimensions – being Massive, Open, Online, and a Course. Fundamentally, MOOCs are online courses which are openly accessible to masses who aspire life-long learning. 'Massiveness' of MOOCs is often attributed to the large numbers of learners who enrol in these courses. Yet, it also results in greater diversity among learners, learning styles and learner needs. Hence, the 'openness' element of MOOCs does not only imply free access to learning, but also indicate the flexibility in the selection of subject matter content, learning activities, assessment tasks and learner interactions (Bates, 2014).

Due to this complex nature of MOOCs, the design of MOOCs becomes a very challenging task, demanding appropriate pedagogical decisions. However, despite their increasing numbers, most contemporary MOOCs demonstrate models of conventional lecture-based practices, disregarding the existing sound principles of online learning (Naidu, 2015). These indicate an absence of the expected rigor of a full online course, resulting in critical pedagogical challenges.

Desirable MOOC learner characteristics such as being autonomous, independent, self-motivated, and self-directed, make them more suitable for providing higher education opportunities. MOOCs also have an immense potential to change professional practices and hence support continuing professional development (CPD), provided the learning environments are designed in appropriate ways (Laurillard, 2014). Hence, pedagogical design of CPD MOOCs requires critical attention, with strong support from good principles of learning.

5. Conceptual Framework

A Scenario-based approach to Learning (SBL) which models situated cognition (Brown, Collins & Duguid, 1989) was adopted in this project to provide the conceptual framework for the design of the CPD MOOCs on OER and OEP. This approach is grounded in constructivist pedagogy (Jonassen, Peck & Wilson, 1999) where learners are placed in real world learning scenarios that provide the context and scaffolding for all learning activities (Naidu, Menon, Gunewardena, Lekamge & Karunanayaka, 2007). The SBL approach contains an authentic learning scenario, learning activities and assessment tasks, where learners assume key roles and face various challenges and demonstrate developed competencies. This promotes the design of effective, efficient, engaging learning experiences based on innovative pedagogical models, and supported with OER (see Naidu & Karunanayaka, 2014).

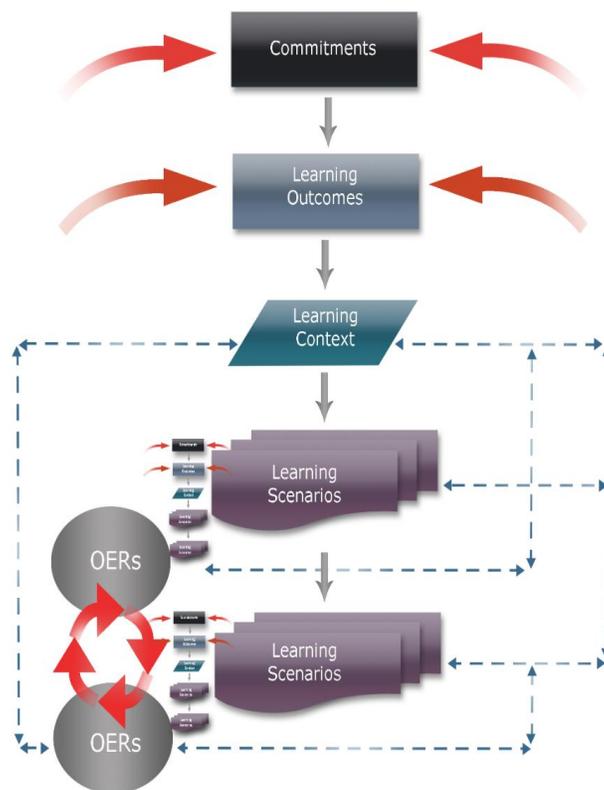


Figure 1: Learning Engine Framework (Source: Naidu & Karunanayaka, 2014)

The SBL pedagogical approach provided a useful framework to plan the design strategies as indicated in Fig. 1. The process involved identifying the overall key competency, formulating specific learning outcomes for the four CPD MOOCs, creating learning scenarios reflecting real life challenging situations and developing a variety of learning/assessment tasks supported with OER integration as learning resources, based on the 'learning engine' framework (Naidu & Karunanayaka, 2014). In addition, several theoretical guidelines based on first principles of instruction (Merrill, 2002) and good practices of online learning (Anderson, 2008) also provided useful insights in the design process of the CPD MOOCs.

6. Methodology

The design and development process of the CPD MOOCs adopted a design-based research (DBR) approach (Reeves, 2006). The DBR process includes four phases: analysis of existing levels of practices by researchers and practitioners; designing, developing and implementing solutions as appropriate; testing and refining solutions in practice; and reflection by researchers and practitioners on authentic problems to produce design principles and enhance solution implementation (See Fig. 2).

Design of experiences which create more intense and close interactions with the practitioners in their context would be more desirable in promoting OEP. Implementing such a design-based research (DBR) approach that would involve practitioners actively engaged in real life settings to improve their educational practices, offers a systematic and flexible methodology to support and promote the effective adoption of OER and OEP (see Karunanayaka & Naidu, 2017).

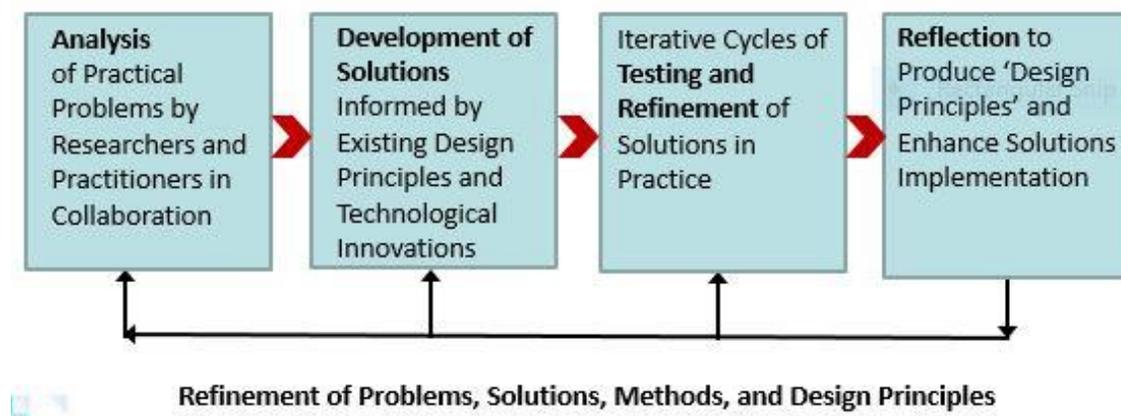


Figure 2: Design-based Research Approach (Source: Reeves, 2006)

7. Plan of Project Activities

The project activities were planned in accordance with a framework developed based on the DBR approach.

Phase 1 of the Project consisted of the following key activities, in line with the first two stages of the DBR approach (see details in Table 1).

- Planning and Reviewing:
 - Identifying a core Project Team
 - Review existing OEReL course and plan for re-designing
- Designing and Developing:
 - Conduct of a series of interactive course design workshops
 - Creation of video-based learning resources
 - Development of CPD MOOCs in Moodle LMS
 - Research and dissemination activities

Table 1: CPD MOOC design and development process in line with the DBR approach

Stages of the DBR approach	Specific Activities
<p>Stage 1 - Analysis of the problem and existing practices by researchers and practitioners in collaboration.</p>	<ul style="list-style-type: none"> • Review all learning scenarios, learning activities and assessment tasks in each of the existing five modules of the OEReL course, to identify how to revise, refine and re-develop, to make them more motivating, simple, and feasible to be achieved by the participants within the stipulated time periods • Identify desirable design strategies to be adopted in the CPD MOOCs, based on prior experiences and good principles of online learning.
<p>Stage 2 - Development of solutions informed by existing design principles and technological innovations</p>	<ul style="list-style-type: none"> • Development of design strategies as a solution to address the key research problem “How best to design an effective CPD MOOC on OER and OEP?” • Designing efficient, effective and engaging online learning experiences in the four CPD MOOCs, in accordance with the SBL pedagogical approach, supported with relevant theoretical constructs. • Create video-based learning resources including four Scenario-based Videos (SBV) • Develop the CPD MOOCs on OER and OEP in Moodle LMS, hosted in OUSL server (elearn.ou.ac.lk)

8. CPD MOOC Design and Development Process

Participants

A twelve-member Project Team was formed comprising four research team members, seven resource persons, and one research assistant (See *Annex. 2*). The researchers and resource persons are practitioners in the Sri Lankan higher education sector with significant professional experience. There were six female members and five male members, including Senior Professors, Professors, Senior Lecturers, Probationary Lecturers and PhD students. They represented a variety of disciplines such as Education, Information Technology, Engineering, Physics and Chemistry. However, their interest and commitment in promoting open, online and flexible learning and teaching was a common characteristic which motivated their voluntary participation and engagement in this novel endeavor at OUSL.

Planning

Initial planning meetings were held among the members of the core research team, where two concept papers prepared by the research team leader on the following were discussed, and a work schedule prepared: a) Planning Course Design & Development; b) Planning Research Work.

A Gantt Chart prepared for the overall project planning indicating the timelines and key activities, is given in *Annex. 3*

Course Design

A series of Interactive Workshops (IWS) were held with the participation of project team members in relation to planning and designing of the CPD MOOCs-OER-OEP. These included many activities such as continuous reviewing, brainstorming, discussing, concept mapping; researching and reflective writing.

All these activities were conducted with the virtual facilitation and guidance provided by the international expert, Prof. Som Naidu, via constant Skype and email communications. During eight interactive workshops held from September to December 2017 (See Annexes 4a – 4h for workshop schedules), the following work was distributed and carried out among the project team members, and completed by 31st December 2017:

1. Writing the (DRAFT) storylines of four learning scenarios
2. Writing the (DRAFT) plans for the four video clips to present the scenarios
3. Detailing out the (DRAFT) learning activities/assessment tasks
4. Creating (DRAFT) assessment rubrics for all assessments Developing learner support activities (eg: Guidelines; Self-assessment quizzes...etc.)
5. Searching for OER to be integrated in the four CPD MOOCs
6. Creating (DRAFT) self-assessment quizzes (MCQs) for four CPD MOOCs
7. Writing general instructions/guidelines for the four CPD MOOCs
8. Organizing the Moodle environment with the draft content planned

A four-day CPD MOOC Design Finalising Workshop was held in Colombo from 2-5 January 2018, with the facilitation of Prof. Som Naidu, to finalise the key content of the CPD MOOCs, ensuring constructive alignment with the learning outcomes. Dr. Manas Panigrahi, Programme Officer from CEMCA also participated in this workshop. (See Annex. 5 for the workshop schedule)

Course Development

From January to June 2018, the project team engaged in the course development process. Another series of Interactive Workshops (IWS) were held with the participation of project team members in relation to development of the CPD MOOCs in Moodle LMS, and creation of video-based learning resources (with the support from CETMe, OUSL). (See Annexes 6a – 6d for workshop schedules).

The following work was distributed and carried out among the project team members, to be completed by 31st July 2018:

- Fine-tune the content of the four CPD MOOCs
- Monitoring, review and refine of the development of four CPD MOOCs in Moodle LMS
- Creation of four Scenario-based Videos (SBV)- Script writing, video shooting, video editing
- Creation of three videos as learning resources and one introductory video
- Developing a print-based manual (booklet) on the CPD MOOCs

Collection and analysis of data

Throughout the course design and development process, multiple strategies were used for data collection from the participants (research team members and the resource persons) such as concept mapping, written self-reflections, focus group discussions, and analysis of the designed artefacts.

Concept mapping was used as a strategy to visualize the concept formation by organizing and representing relationships between them (Novak & Cañas, 2007). This helped in planning the structure of the CPD MOOCs. Three versions of concept maps were created- individual concept maps of team members; two small group concept maps combining individual ideas and a final group concept map merging all agreed design features (See Annex. 7).

Further, the participants engaged in writing self-reflections at various stages of the MOOC design and development process, guided by answering three questions- 'What?' 'So what?' and 'Now what?' (Rolfe, Freshwater, & Jasper, 2001).

In addition, focus group discussions among participants were held at the interactive workshops.

The content analysis of concept maps, self-reflections, focus group discussion transcripts and designed artefacts revealed how innovative theoretical constructs were adopted in the CPD MOOC design, what challenges were faced during the process and how those were overcome by the participants.

Ethical Considerations

- Informed consent of all participants was obtained, in relation to their involvement in the data gathering process.
- Informed consent of all participants was obtained, in relation to their involvement in the video production process.
- Data are analyzed and presented maintaining confidentiality.
- Raw data will be kept secure for appropriate periods, and accessible when and if necessary.

9. Synthesis of Results and Outcomes

A synthesized summary of research findings and outcomes of the project are presented in relation to the key research question - "How best to design an effective CPD MOOC on OER and OEP?"

Course Design

A summary of the learning experience design of the CPD MOOCs in line with guiding principles of effective, efficient, and engaging (e³) teaching is presented in Table 2.

Table 2: Design strategies of the CPD MOOCs in line with guiding principles for e³-teaching

Guiding principles for e³-teaching (Source: Naidu, 2010)	Design strategies of the CPD MOOCs
1. Teachers and learners are clear about the learning outcomes.	Specific learning outcomes for each CPD MOOC formulated, in line with the key competency- 'Ability to integrate OER and adopt OEP in professional practice'.
2. Learning is situated within a meaningful context and within the culture and the community in which learners live and work	Learning scenarios created for each CPD MOOC (in the form of short videos), reflecting real life situations of practitioners.
3. Learners are engaged in pursuing and solving meaningful and real-world challenges and problems, and where they have opportunities to work on a variety of problems and tasks of increasing complexity with timely and useful feedback.	Learning activities created as challenges within the scenarios, similar to real life challenges. A variety of activities with increased complexity embedded across the four CPD MOOCs. OER integrated as supportive learning resources. Peer feedback and tutor feedback mechanisms built in.
4. The learning activities in these learning situations are clearly articulated and explicitly linked to knowledge and skills already mastered.	Three types of learning/assessment tasks - Individual activity (a creation); Collaborative activity (discussion forum); Reflective activity (self-reflections), linked with the learning scenario, and existing knowledge/skills of learners.
5. Learners, while working on learning situations, are required to think for themselves by reflecting in and upon their actions and regulating their own performance.	Learning/assessment tasks designed to encourage reflecting on their actions. Requirement to maintain a reflective journal, to promote reflective practice
6. The development of understanding is promoted as a social process with learners acting upon authentic situations in groups and with dialogue, discussion and debate.	Peer-facilitated discussion forum to support co-construction of knowledge and community building Links to social media to facilitate networking and social learning
7. The assessment of learning outcomes is closely aligned with the learning context.	Constructive alignment of learning/assessment tasks with the intended learning outcomes
8. The assessment of learning outcomes is linked to meaningful problems and tasks, and aimed at helping students further develop their knowledge, skills and problem-solving abilities.	The learning activities directly linked with the learning scenario, function as assessment tasks - Individual activity (a creation); Collaborative activity (discussion forum); Reflective activity (self-reflections).
9. The assessment of learning outcomes is designed to develop self-regulatory and meta-cognitive skills.	Assessment rubrics created for each assessment task to facilitate development of self-regulatory and meta-cognitive skills among learners.

(Source: Karunanayaka, Naidu, Rajendra & Ariadurai, 2017, p. 185)

During the collaborative activities, the learning outcomes and key content areas were identified along with constructive alignment, and the specific design features to be adopted were decided upon, considering the needs and purposes of the target group, and in line with the guiding principles of teaching and learning. A summarized concept map, illustrating the final conceptualization of the CPD MOOCs is presented in Figure 3. (See Annex. 7 for the detailed Concept Map). The final agreed format of the four CPD MOOCs are presented in Table 3.

Figure 3: Summarized Concept Map illustrating the conceptualization of the CPD MOOCs

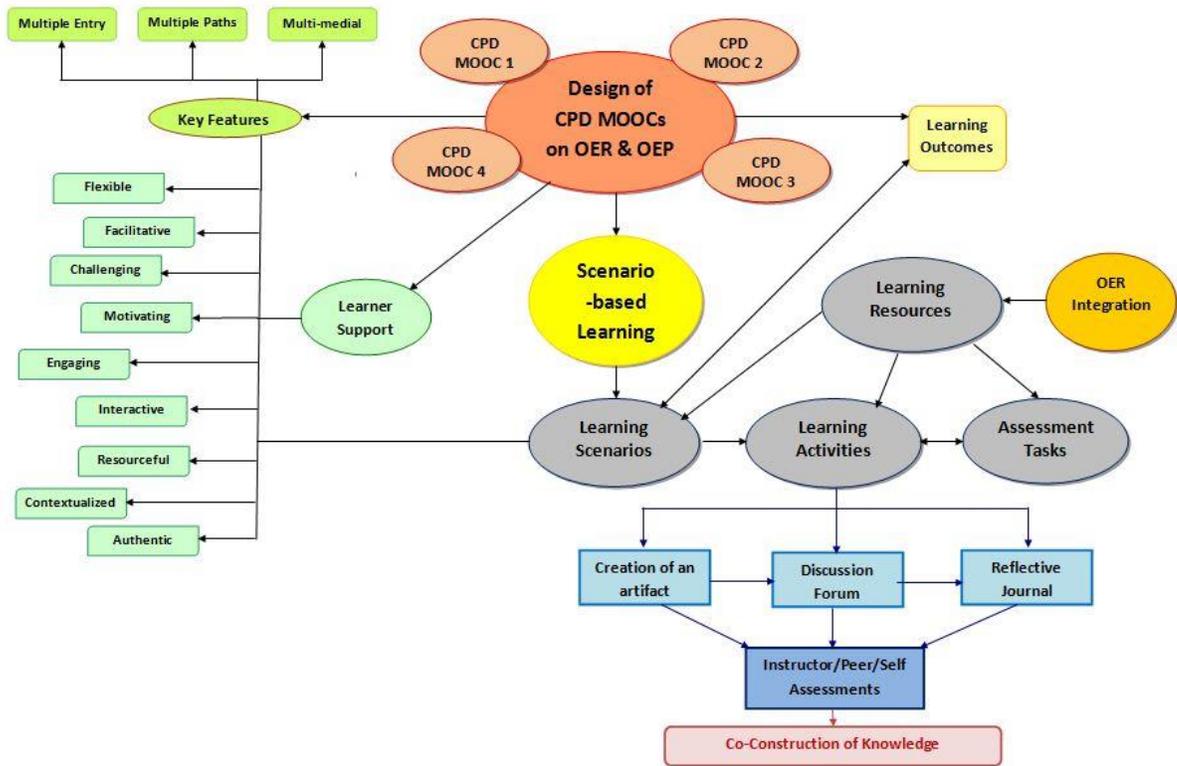


Table 3: Final Format of the CPD MOOCs

CPD MOOCs on the Adoption of OER and OEP	
Aim: To develop competencies in the integration of OER and adoption of OEP among practitioners	
Key Competency: Ability to integrate OER and adopt OEP in professional practice	
CPD MOOCs	Learning Outcomes
	This CPD MOOC will enable you to;
CPD MOOC 1: Understanding OER	1. Explain the concept of OER 2. Identify different license types for OER for specific needs
CPD MOOC 2: Searching and Evaluating OER	1. Search for different types of OER using common search engines 2. Evaluate OER for their quality and suitability
CPD MOOC 3: Adapting and Creating OER	1. Adapt existing OER to meet different purposes 2. Create different types of OER
CPD MOOC 4: Integrating OER and Adopting OEP	1. Develop a plan to integrate OER in your professional practice 2. Devise strategies to adopt OEP in professional practice

Course Development

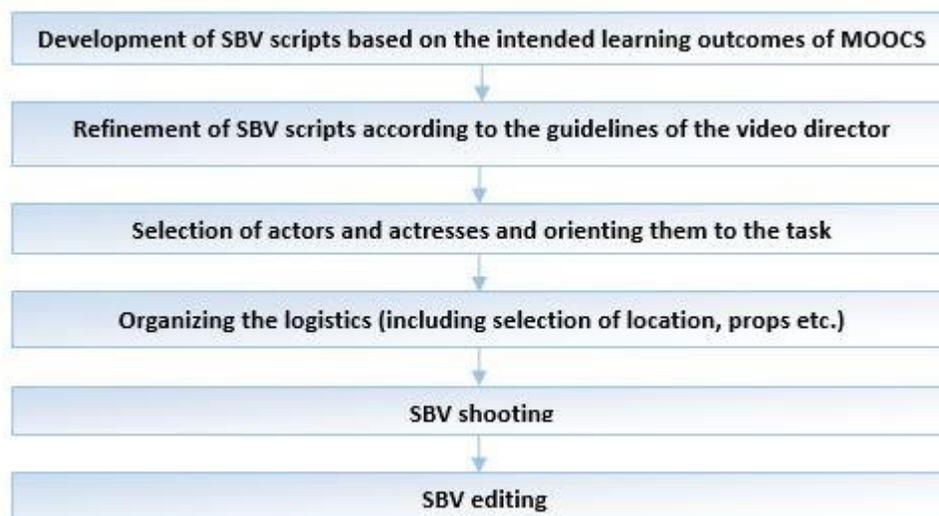
Course design process resulted in several versions of various artefacts such as course maps, learning scenarios, learning activities, assessment rubrics, learner support documents, which were constantly revised and improved. The final drafts were used in the online learning environments of the four CPD MOOCs created in Moodle LMS, hosted in the OUSL server-<http://elearn.ou.ac.lk/>

Several innovative design features were incorporated in the CPD MOOC development. In accordance with the SBL approach adopted, the learning scenarios developed were decided to be presented in short video form, as opposed to commonly used video-based lectures in most contemporary MOOCs. These Scenario-based Videos (SBV) would be used to activate learners by gaining their attention and situating them in the learning context in a motivating manner.

At the end of each SBV, the role to be played by the learner are indicated as a challenge. This first learning activity is presented as an individual task in the form of a 'creation' of an artefact, to promote creative learning. The second task requires sharing of their creation in the peer-facilitated discussion forum, to receive and provide peer feedback, encouraging collaborative learning and co-construction of knowledge. The third and the final task is writing a self-reflection about the learning experience, which promotes reflective learning. To support learner engagement in the activities, various media forms of carefully selected OER were linked. Assessment rubrics for each task were created to facilitate self-regulated learning.

SBV production was a novel and an interesting activity to the project team. SBV creation process mainly included script writing, video shooting, and video editing. All participants were actively involved in all these stages in a collaborative manner. Making the SBVs more realistic, the team members themselves, and their academic colleagues of OUSL took part as actors of these videos. Video production process was facilitated by the staff of the Centre for Educational Technology and Media (CETMe) at OUSL. Figure 4 indicates the key stages of this process.

Figure 4: The SBV Production Process



In addition to the four SBVs, it was decided to produce four more videos as follows.

- An Introductory Video to the CPD MOOCs
- A Video Tutorial, as a learning resource to CPD MOOC 2
- An Animated Video, as a learning resource to CPD MOOC 3
- A Video Presentation by an Expert, as a learning resource to CPD MOOC 4

As evident by Table 2, all these innovative design features are supported by theoretical constructs and guiding principles of effective, efficient, and engaging teaching and learning.

10. Challenges faced and overcome

The project team faced several challenges, in the conduct of planned activities during Phase 1, mainly in terms of time constraints and technical issues. However, various strategies were adopted to overcome these challenges. Table 4 presents a summary of the key challenges faced by the participants during course design and development, and what strategies supported overcoming those, as revealed by their self-reflections and focus group discussions.

Table 4: Key challenges faced and strategies to overcome them

Challenges	Strategies to overcome	Supportive quotes
Novelty of the concepts – MOOCs; OEP; SBL	Expert guidance	<i>...By actively participating I have gathered good knowledge about MOOCs. Never knew how a MOOC should be... ...Team leaders' guidance, discussions, emails...supported... ...That is a very good experience for me to get the views of a professional group of researchers as well as academics...</i>
	Concept mapping	<i>...Now I have a clearer idea about the CPD MOOC and how it should be developed. The process so far was really rewarding with lot of experiences and knowledge that will sharpen our way of thinking and acting...</i>
Creation of learning scenarios	Peer group discussions	<i>...Challenge was to think...how, different levels and professions are addressed by a scenario... ...We had to revise our outputs several times...</i>
Development of learning/assessment tasks	Distributed work	<i>...First going through the activities individually and then pooling our ideas together as a team was highly productive... ... Assigning work to each member led me to understand the process well...</i>
	Collaborative work	<i>...Most of the time we used the collaborative group work in designing of activities in the course... ...Development was done step by step with group discussions...</i>
	Structured workflow	<i>..We have been regulated by learning outcomes, constructivism, feasibility, customer attraction, being realistic, time and simplicity etc..</i>
	Reflective practice	<i>...Also we got an opportunity to do the presentations on what we have developed in the group. The recap sessions and collaborative activities helped us to improve the way we think ...</i>
Time constraints	Interactive workshops	<i>...It took some time to get into the correct track. The time that needed to allocate for the work is one of the major barrier for me... ...Difficult to find time to do all the work. Whatever done during the interactive workshops was the most productive...</i>
	Constant email communications	<i>...email communication kept us informed about the next stage...</i>

(Source: Karunanayaka, Naidu, Rajendra & Ariadurai, 2017, p. 187)

Since all members of the Project Team consisted of full-time academics at higher educational institutions entrusted with various administrative and academic responsibilities, time allocation for project activities was quite challenging. From day 1 of the project, a very intensive schedule of activities had to be organized and managed. A considerable amount of pre-preparatory work and scheduling was done before the actual the Project commencement date - 1st September 2017. Most of the course design and development workshops were scheduled during weekends and public holidays, due to the busy schedules of the participants.

However, clear distribution of work responsibilities with time targets, and constant communication via meetings and email helped keeping the momentum going, resulting in successful achievement of targets. Constant monitoring, reminders, encouragements and motivation strategies were employed to overcome these challenges.

With the committed, collaborative contributions of all the members of project team, with shared and distributed responsibilities, together with the support from the OUSL and CEMCA, most of the tasks could be successfully completed as scheduled.

Yet, a major challenge was faced in the completion of video production and the Moodle LMS site creation work, due to an unforeseen administrative circumstance that prevailed in the State Universities of the country - Non-academic staff trade union action held during the period of 28th February to 17th April 2018. Since this situation affected smooth functioning of many operations in the University, the scheduled video shooting sessions had to be postponed, and the LMS was unavailable to create the CPD MOOCs in Moodle.

Hence, with the approval from CEMCA, some slight changes were made in the original work schedule as follows, to manage the practical issues faced and for better productivity.

- Increase of the number of Interactive Workshops and these to be conducted during 2018
- An extension of the date of completion of all activities of Phase 1 up to 31st July 2018.

11. Project Outputs

During Phase 1 of the project, several outputs were released, as listed below:

- Four CPD MOOCs designed and developed in Moodle LMS (Annex. 8a)
- Four Scenario-based videos
- Three videos as learning resources
- One Introductory video
- A print-based manual (booklet) on the CPD MOOCs

- A Weblog capturing reflections of the participants – “**MOOC Musings**” was created and released during the Open Education Week – 2018 <<https://cpdmooocs.wordpress.com/>>, which was featured in the Open Education Week Website <<https://www.openeducationweek.org/resources/mooc-musings-designing-moocs-with-a-difference>> (Annex. 8b)

- A presentation was made at the OE Global-2018 Conference, and the abstract is published in the Conference Proceedings.
Karunanayaka, S. P., Naidu, S., Rajendra, J.C.N., & Ariadurai, S.A. (2018) ***Designing Continuing Professional Development MOOCs to promote the adoption of OER and OEP.*** Research paper presented at the OE Global-2018 Conference held from 24 to 26 April 2018, in Delft, Netherlands. Retrieved from <https://conference.oeconsortium.org/2018/schedule/>
Presentation slides in Slideshare: <https://www.slideshare.net/shka/oe-global-2018karunanayakaetal>
(Annex. 9a)
- A journal article published in “Open Praxis”
Karunanayaka, S. P., Naidu, S., Rajendra, J.C.N., & Ariadurai, S.A. (2018) ***Designing Continuing Professional Development MOOCs to promote the adoption of OER and OEP.*** *Open Praxis* 10 (2), 179-190 DOI: <http://dx.doi.org/10.5944/openpraxis.10.2.826>
(Annex. 9b)
- An Extended Abstract is submitted to the Open University International Research Sessions (iOURS-2018), Conference to be held in 29-30 November 2018, OUSL, Sri Lanka. <<http://www.ou.ac.lk/ours/>> (Annex. 9c)
Reflections on the design and development of scenario-based videos in MOOCs
Premaratne, I.A., Sandanayake, T.C., Hettiarachchi, S.R., S.A.S. Kaushalya Perera, S.A.S.K., Karunanayaka, S.P., and Naidu, S.
(Annex. 9c)
- A book chapter is in the making, as follows:
Tentative Title – ***Orchestrating Shifts in Perspectives and Practices about MOOC Design In MOOCs and Open Education across Emerging Economies: Challenges, Successes, and Opportunities***
Book Project for Routledge by Ke Zhang, Curtis J. Bonk, Thomas C. Reeves, and Thomas H. Reynolds
Part 4 - Paradigm Shifts in Teaching and Learning.
Authors: Som Naidu & Shironica Karunanayaka
- A Research Dissemination Seminar is planned to be conducted at OUSL in July 2018.

12. Overall Reflections and Sharing of Good Practices

Reflections

Overall, phase 1 of the research project has been a very productive experience. In our pursuit of answers to the key research question, “How best to design effective MOOCs on OER and OEP for continuing professional development of practitioners?”, we adopted a strong theory-based conceptual framework – Scenario-based Learning (SBL) and a very practical and flexible research methodology – Design-based research (DBR).

Our intention was to provide effective, efficient and engaging learning experiences to promote learner engagement with OER, rather than mere presentation of content about OER. The innovative design of the four CPD MOOCs to support the integration of OER and adoption OEP by practitioners was immensely supported by SBL and DBR approaches.

The intense, collaborative and co-operative work of the project team was a key factor that contributed to our achievements during this initiative. We believe our intention to push the boundaries of the design of MOOCs and especially for continuing professional development of practitioners will be achieved.

Sharing Good Practices

A Strong Research Focus:

The very strong research focus was a prominent feature of the project, which contributed immensely to its success.

- Supported with a solid theory-base and accepted design principles
- Adoption of Design-based research methodology
- Continuous collection and analysis of qualitative data via multiple methods
- Dissemination of research findings

Selection of Participants:

Purposive selection of the participants as project team members, who were with the following characteristics, was found to be very productive:

- Interest and commitment in promoting open, online and flexible learning and teaching
- Prior experience in OER integrated eLearning – as course designers/teachers/students
- Practitioners in the Sri Lankan higher education sector
- Comprising academics ranging from most senior to junior levels (Senior Professors, Professors, Senior Lecturers, Probationary Lecturers and PhD students)
- Representing a variety of disciplines (Education, Information Technology, Engineering, Physics and Chemistry)
- Representing a range of administrative positions (eg: Vice-Chancellor; Pro Vice-Chancellor; Dean; Director/International Relations; Director/Staff Development)
- Maintaining a gender balance (Female 6: Male 5)

Meticulous Planning and Monitoring:

Careful planning and continuous monitoring of all project-related activities was very useful in efficient time management in the completion of tasks.

- Pre-planning of all project activities and shared with all members for their inputs
- Highly interactive workshops with intense individual/small group/large group tasks
- Work distribution among all members, effective collaborative work and ownership by all
- Recording and compilation of all project-related work

- Maintaining stipulated time-frames with deadlines
- Constant monitoring through email communications

Capacity building:

The CPD MOOC design and development process has been a capacity development process for project team members, especially for the younger staff, in various ways.

- The focused and structured workflow during the interactive workshops; constant expert guidance and facilitation; constructive peer feedback; collaborative efforts helped developing competencies in OER-integrated MOOC design
- Strategies such as concept mapping, writing self-reflections, focus group discussions supported self-evaluation
- Opportunities to take leadership in certain activities (eg: scenario writing, video script writing, video creation, research paper writing...etc.)

13. Way Forward

With the successful completion of Phase 1 activities, the next step would be to smoothly move on to Phase 2 - Implementation and Evaluation of the CPD MOOCs. The following will be scheduled to commence from August 2018.

- Planning Implementation and Evaluation stages of the DBR Process
- Promotional activities and enrolling participants
- Implementing the four CPD MOOCs (consequently)
- Online mentoring; assessments; badge awards
- Continuous monitoring and evaluation
- Research and dissemination activities

14. Acknowledgements

Support extended in various forms by the following individuals in the successful implementation of Phase 1 of the project is greatly appreciated and acknowledged:

- Dr. Shahid Rasool, Director/CEMCA, Dr. Manas R. Panigrahi, Programme Officer/ CEMCA
- Prof. S.A. Ariadurai, Vice-Chancellor of OUSL, and Senior Management of OUSL
- Prof. Som Naidu, Pro-Vice Chancellor/USP, The International Expert
- Administrative and support staff of the Faculty of Education and various other Divisions including Finance Division, IT Division, Centre for Educational Technology and Media (CETMe), Staff Development Centre, at OUSL
- Mr. Sameera Tilakawardena, Video Director/CETMe
- Dr. Ishan Abeywardena, OER Advisor/COL
- Ms. D. G. Kulasekara, Moodle LMS Administrator/CETMe
- Ms. Kalindika Karunanayaka, Graphic Designer/Animator
- Ms. M. Prasadani Perera, Research Assistant
- The CPD MOOC Project Team comprising the Research Team Members and Resource Persons

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ANNEXES

Annexure 1: Contribution Agreement



COMMONWEALTH of LEARNING
Learning for Development

**Commonwealth Educational
Media Centre for Asia**

Ref: CEMCA/Higher Education/06-01-023
August 28, 2017
Budget Code:18-ED1-262

To,
Prof. S. Anbhan Ariadurai
Vice Chancellor
The Open University of Sri Lanka
Nawala, Nugegoda, Sri Lanka
e-mail: vc@ou.ac.lk
spkar@ou.ac.lk and shironica.k@gmail.com
phone: 94-11-2853731

Dear Prof. S. Anbhan Ariadurai,

Re: Design, Development, Implementation and Evaluation of a Massive Open Online Course for Continuous Professional Development (CPD MOOC) for educators on “Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP): A Design-based Capacity Development Initiative”.

Within the overarching objective of Learning for Sustainable Development, vis-à-vis its Six Year Plan (2015-21), the Commonwealth Educational Media Centre for Asia (CEMCA), is engaged in assisting Higher Education Institutions to adopt Open Educational Resources (OER) for quality teaching learning and enhance capacity of educators. In continuation to successful partnering with Open University of Sri Lanka (OUSL), CEMCA received a Research based project proposal (attached) titled “*Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP): A Design-based Capacity Development Initiative*”. The research based project is for two CEMCA financial years i.e. 2017-18 and 2018-19 and divided into two phases i.e. *Phase I* (September 2017 – July 2018) - Design and Development of the CPD MOOC (4 Mini MOOCs) and *Phase II* (August 2018 - March 2019) - Implementation and Evaluation of the CPD MOOC (4 Mini MOOCs). The CEMCA seeks to confirm through this Contribution Agreement (“the agreement”) the support to be provided to OUSL for the *Phase I* (September 2017 – July 2018) - Design and Development of the CPD MOOC (4 Mini MOOCs) of the project.

1.0 Statement of Work

The OUSL shall be responsible to:

1.1.1 Review, revise and re-design the existing “OER-based eLearning” professional development online course of OUSL, in order to adapt it as a Continuous Professional Development Massive Open Online Course (CPD- MOOC) on

7/8, Sarv Priya Vihar, New Delhi-110 016, India
Phone: +91-11-26537146, 26537148 Fax: 91-11-26537147
Email: admin@cemca.org Website: <http://www.cemca.org.in>

Annexure 1: Contribution Agreement (contd.)



"Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP)", and re-develop it as 4 Mini MOOCs and submit materials under CC BY SA to CEMCA as PDF by *June, 2018*;

- 1.1.2. Produce 8 short video-clips to be integrated in the 4 Mini MOOCs under CC BY SA and submit to CEMCA by *June, 2018*;
- 1.1.3. Engage 12 resource persons and research team (4 Teams x 3 members working on 4 Mini MOOCs) in 10 One-day workshops at OUSL during weekends/holidays for Reviewing/ Revising/ Re-designing the Modules and develop the CPD MOOC and submit a consolidated workshop report by *December, 2017*;
- 1.1.4. Organise a 4-day workshop to Finalise Designing of the CPD MOOC in Colombo by *January, 2018*;
- 1.1.5. Complete development of the CPD-MOOC on "Adoption of OER and OEP", as 4 Mini MOOCs in a selected platform (Moodle) by *July, 2018*;
- 1.1.6. Conduct a research on the design and development of the CPD- MOOC and submit the research report for the publication at CEMCA with ISBN number by *June 2018*;
- 1.1.7. Acknowledge CEMCA's contribution for this activity by displaying CEMCA/COL logo in all activities/workshop banners, publications, posters, pamphlets, websites and related news for this activity; Contribution of CEMCA may be displayed in all publications as "With the support of Commonwealth Educational Media Centre for Asia, New Delhi" and logo;
- 1.1.8. Assign Professor Shironica P. Karunanayaka (e.mail: spkar@ou.ac.lk) to be the point of contact for CEMCA in matters related to this agreement;
- 1.1.9. Provide periodic updates to CEMCA on a regular basis over the term of the contract on the status of the activities under taken, upcoming schedules and any issues or problems encountered;
- 1.1.10. Provide news items and photographs related to the activities for sharing on CEMCA website and newsletter;
- 1.1.11. Prepare and submit to CEMCA a final report on the activities performed including the workshop reports including the gender segregated list of participants, and the output of the assignment.

2.0 CEMCA Responsibilities and Contact Person

- 2.1. CEMCA shall be responsible to:
 - 2.1.1. Contribute resources up to a maximum of Sri Lankan Rupees Rs. 18,27,000/- towards the statement of activities. This works out to INR 758,112/ as on this date (INR seven lakhs fifty-eight thousand one hundred and twelve only)
 - 2.1.2. Provide assistance of an expert to provide virtual input during course design.

Annexure 1: Contribution Agreement (contd.)



- 2.1.3. Provide assistance of an expert to facilitate the workshop on Finalisation of Designing the 4 mini CPD MOOCs for 4-days at OUSL, Sri Lanka;
- 2.2. CEMCA shall assign Dr. Manas Ranjan Panigrahi, Programme Officer, (mpanigrahi@col.org) as the staff member with whom the OUSL shall liaise on all matters related to this contract.

3.0 Deliverables and Timeframe

- 3.1. The above agreement shall commence when both parties have signed and a copy has been returned to CEMCA and will continue in effect until **30 June 2018** with the following specific deliverable and timeline:
- 3.1.1. Review, revise and re-design the existing "OER-based eLearning" professional development online course of OUSL, in order to adapt it as a Continuous Professional Development Massive Open Online Course (CPD- MOOC) on "Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP)", and re-develop it as 4 Mini MOOCs and submit materials under CC BY SA to CEMCA as PDF by *June, 2018*;
- 3.1.2. Produce 8 short video-clips to be integrated in the 4 Mini MOOCs under CC BY SA and submit to CEMCA by *June, 2018*;
- 3.1.3. Engage 12 resource persons and research team (4 Teams x 3 members working on 4 Mini MOOCs) in 10 One-day workshops at OUSL during weekends/holidays for Reviewing/ Revising/ Re-designing the Modules and develop the CPD MOOC and submit a consolidated workshop report by *December, 2017*;
- 3.1.4. Organise a 4-day workshop to Finalise Designing of the CPD MOOC in Colombo by *January, 2018*;
- 3.1.5. Complete development of the CPD-MOOC on "Adoption of OER and OEP", as 4 Mini MOOCs in a selected platform (Moodle) by *July, 2018*;
- 3.1.6. Conduct a research on the design and development of the CPD- MOOC and submit the research report for the publication at CEMCA with ISBN number by *June 2018*;
- 3.1.7. Submit the final report along with evaluation of the activity and the statement of account to CEMCA by *30 June 2018*.

4.0 Gender Equality

- 4.1 Gender equality is integral to all of CEMCA's work and requires that both women's and men's views, interests and needs shape its work in learning for development. OUSL agrees that gender considerations shall inform the activities to be undertaken under this agreement.

Annexure 2: The Project Team of the CPD MOOCs on OER & OEP

Research Team Members:

1. Prof. Shironica P. Karunanayaka (Professor in Educational Technology, Dean/Faculty of Education, OUSL) –(Project Coordinator & Research Team Leader)
2. Prof. Som Naidu (Pro-Vice Chancellor, USP) – International Expert - (Research Team Member)
3. Prof. J.C.N. Rajendra (Senior Professor in Physics; Director/International Relations, OUSL) - (Research Team Member)
4. Prof. S. Anbahan Ariadurai (Senior Professor in Textile Engineering; Vice Chancellor, OUSL) - (Research Team Member)

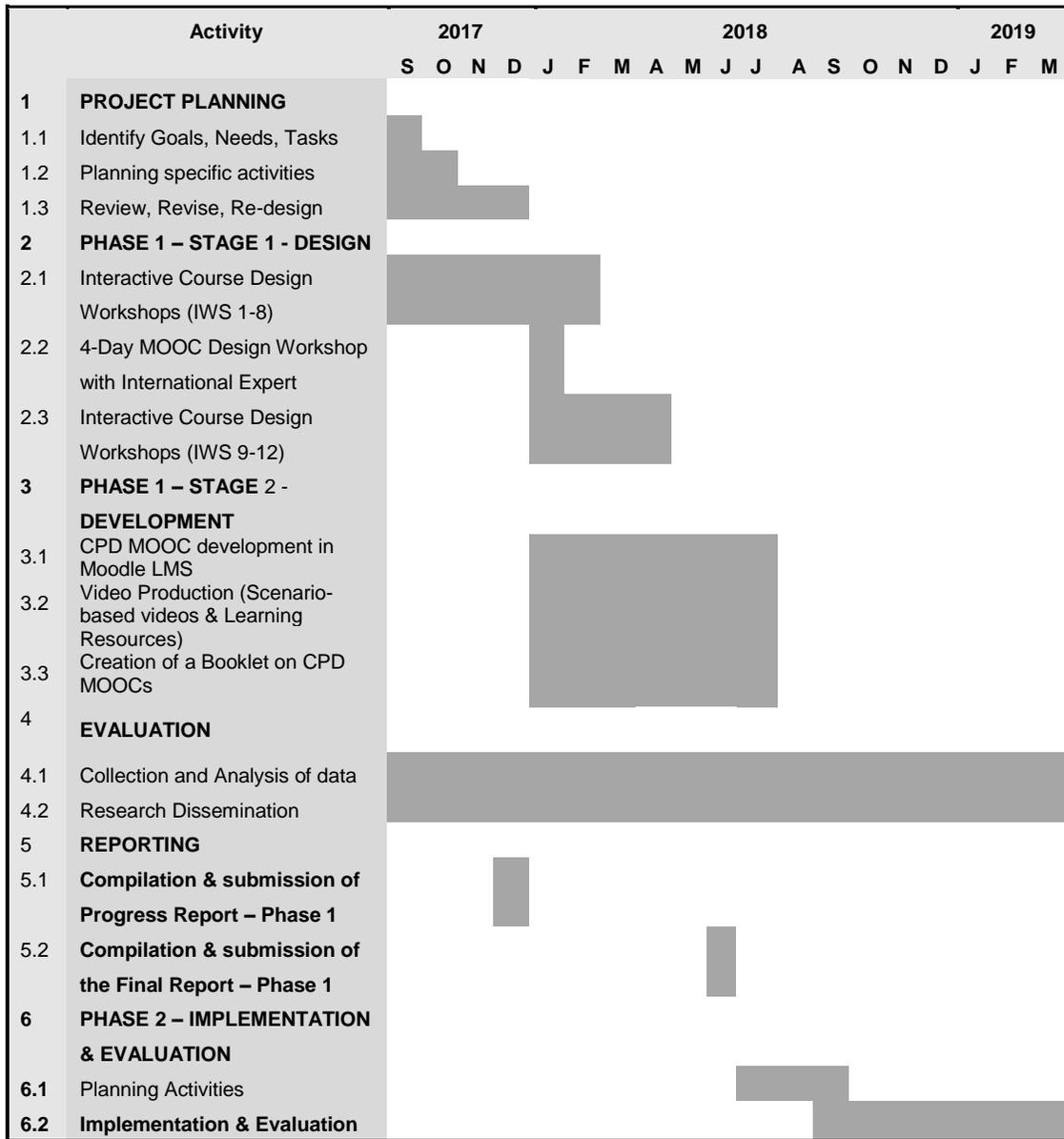
Resource Persons:

1. Dr. Menaka Ranasinghe (Senior Lecturer/ Dept. of Computer Science/Faculty of Engineering Technology/OUSL; Director/SDC/OUSL)
2. Dr. Ruvini Hettiarachchi (Senior Lecturer/Dept. of Chemistry/Faculty of Natural Sciences/OUSL)
3. Ms. Kumudinie de Soyza (Senior Lecturer/ Dept. of Chemistry/Faculty of Natural Sciences/OUSL)
4. Ms. Kaushalya Perera (Lecturer - Probationary/Dept. of Secondary & Tertiary Education/Faculty of Education/OUSL)
5. Mr. Isuru Premaratne (Lecturer/Dept. of Mechanical Engineering/Faculty of Engineering Technology/OUSL)
6. Ms. Thanuja Sandanayake (PhD Student-Faculty of Education/OUSL; Senior Lecturer/Faculty of IT/UoM)
7. Mr. Susil Perera (PhD Student-Faculty of Education/OUSL; Senior Lecturer/Dept. of IT/NIE)

Research Assistant: Ms. M. Prasadani Perera (On contract)



Annex 3: Research Project Plan and Procedures with Timeline – GANTT Chart



Annexure 4a – Workshop Schedule - IWS 1

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 1 - Initial Planning of CPD MOOC 24 September 2017 (Sunday) @ SDC, OUSL</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and introduction to the Workshop - Shironica Karunanayaka “Design of a MOOC – Key Considerations” - Som Naidu (via Skype) Open Discussion – Whole group 	<ul style="list-style-type: none"> About the Research Project and its significance Objectives of the Interactive Workshop 1 Commencing Stage 1 of the DBR approach – Analysis of the problem and existing practices, by researchers and practitioners in collaboration. Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i>
10:00 - 11:00	Brainstorming Session	<ul style="list-style-type: none"> Brainstorm on “Designing a CPD MOOC on OER and OEP” Open Discussion – Whole group Create a Group Concept Map 	<ul style="list-style-type: none"> Each member to present their thoughts on “Designing a CPD MOOC on OER and OEP”, based on their initial Concept Maps created Arrive at consensus in the general CPD MOOC design features through whole group discussion Prepare an Overall Group Concept Map based on the new understandings
Tea Break: 11:00 -11:15			
11:15 - 12:30	Initial Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Initial planning of the 4 mini MOOCs Create Concept Maps of each mMOOC 	<ul style="list-style-type: none"> Identifying the learning outcomes and key content areas to be in the 4 mini MOOCs Decide on the topics and sub-topics of the 4 mini MOOCs Create a Concept Map of each mMOOC
12:30 - 13:30		<ul style="list-style-type: none"> Group Presentations and Peer feedback on Initial planning of the 4 mMOOCs Create an Overall Concept Map of the CPD MOOC 	<ul style="list-style-type: none"> Finalising the learning outcomes; key content; topics and sub-topics in relation to the 4 mini MOOCs Creating an overall Concept Map of the CPD MOOC constituting 4 Mini MOOCs
Lunch 13:30 – 14:30			
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Individual/Group Reflections on WS1 Planning for the next steps 	<ul style="list-style-type: none"> Reflecting on the activities engaged in Interactive Workshop 1 Planning for the next set of activities (in Interactive Workshop 2)

CPD MOOC-OER-OEP Design- Interactive Workshop 1-OUSL-CEMCA-SPK

Annexure 4b – Workshop Schedule - IWS 2

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 2 - Initial Planning of CPD MOOC 30 September 2017 (Saturday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka “Designing Learning Experiences for the CPD MOOC” - Som Naidu (SKYPE) Open Discussion – Whole group 	<ul style="list-style-type: none"> Reflect on IWS-1 - The agreed general plan and overall design of the CPD MOOC Objectives of the Interactive Workshop 2 Continuing with Stage 1 of the DBR approach – Analysis of the problem and existing practices, by researchers and practitioners in collaboration. Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i>
10:00 - 11:00	Initial Planning Session	<ul style="list-style-type: none"> Map out CPD MOOC design features according to “Nine guiding principles for e³-teaching” Open Discussion – Whole group 	<ul style="list-style-type: none"> Review “Nine guiding principles for e³-teaching” and map out CPD MOOC design features according to these Arrive at consensus in the specific CPD MOOC design features through whole group discussion Update the Overall Group Concept Map based on the new understandings
Morning Tea Break: 11:00 -11:15			
11:15 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Initial planning of the 4 mini MOOCs Create Concept Maps of each mMOOC 	<ul style="list-style-type: none"> Identifying the learning outcomes and key content areas to be in the 4 mini MOOCs Decide on the topics and sub-topics of the 4 mini MOOCs Create a Concept Map of the content of each mMOOC
12:30 - 13:30		<ul style="list-style-type: none"> Group Presentations and Peer feedback on plans of the 4 mMOOCs Create an Overall Concept Map of the CPD MOOC 	<ul style="list-style-type: none"> Finalising the learning outcomes; key content; topics and sub-topics in relation to the 4 mini MOOCs Creating an overall Concept Map of the CPD MOOC constituting 4 Mini MOOCs
Lunch 13:30 – 14:30			
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Individual/Group Reflections on IWS2 Planning for the next steps 	<ul style="list-style-type: none"> Reflecting on the activities engaged in Interactive Workshop 2 Planning for the next set of activities (in Interactive Workshop 3)

CPD MOOC-OER-OEP Design- Interactive Workshop 2-OUSL-CEMCA-SPK

Annexure 4c – Workshop Schedule - IWS 3

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 3 - Detailed Planning of CPD MOOC 07 October 2017 (Saturday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka "Learning Outcomes of the CPD MOOC and Constructive Alignment" - Som Naidu (SKYPE) Open Discussion – Whole group 	<ul style="list-style-type: none"> Reflect on IWS1 & IWS2 - The agreed overall design of the CPD MOOC and Learning Outcomes of each mini MOOC Objectives of the Interactive Workshop 3 Continuing with Stage 1 of the DBR approach – Analysis of the problem and existing practices, by researchers and practitioners in collaboration. Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i>
10:00 - 11:00	Initial Planning Session	<ul style="list-style-type: none"> Map out the overall structure of the CPD MOOC, consisting of 4 mini MOOCs Open Discussion – Whole group 	<ul style="list-style-type: none"> Review the Aim, Key Competency and the Learning Outcomes of the CPD MOOC Arrive at a consensus on the key content areas and topics of the 4 mini MOOCs of the CPD MOOC
Morning Tea Break: 11:00 -11:15			
11:15 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Detailed planning of the 4 mini MOOCs Create Concept Maps of each mini MOOC with constructive alignment 	<ul style="list-style-type: none"> Decide on the sub-topics of the 4 mini MOOCs based on the learning outcomes and key content areas to be in the 4 mini MOOCs Constructive Alignment of learning outcomes with learning activities and assessment tasks Create Concept Maps of each mini MOOC reflecting their content and constructive alignment
12:30 - 13:30		<ul style="list-style-type: none"> Group Presentations and Peer feedback on the content of the 4 mMOOCs Create an Overall Concept Map of the CPD MOOC 	<ul style="list-style-type: none"> Finalising key content of the CPD MOOC, ensuring constructive alignment with the learning outcomes in relation to the 4 mini MOOCs Creating an overall Concept Map of the CPD MOOC constituting 4 Mini MOOCs
Lunch 13:30 – 14:30			
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Individual/Group Reflections on IWS2 Planning for the next steps 	<ul style="list-style-type: none"> Reflecting on the activities engaged in Interactive Workshop 3 Planning for the next set of activities (in Interactive Workshop 4)

CPD MOOC-OER-OEP Design- Interactive Workshop 3-OUSL-CEMCA-5PK

Annexure 4d – Workshop Schedule - IWS 4

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 4 - Detailed Planning of the CPD MOOC – Designing Learning Experiences 29 October 2017 (Sunday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka “Designing Learning Experiences – Scenario-based Learning” - Som Naidu (SKYPE) Open Discussion – Whole group 	<ul style="list-style-type: none"> Reflect on IWS 1, 2 & 3 - The agreed overall design of the CPD MOOC; Learning Outcomes; Key content areas of the 4 mini MOOCs; Constructive Alignment Objectives of the Interactive Workshop 4 Commencing Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design an efficient, effective and engaging online learning experience</i> Finalising key content of the CPD MOOC, ensuring constructive alignment with the learning outcomes in relation to the 4 mini MOOCs Creating an overall Concept Map of the CPD MOOC constituting 4 Mini MOOCs
10:00 - 10:30	Initial Planning Session	<ul style="list-style-type: none"> Map out the overall structure of the CPD MOOC, consisting of 4 mini MOOCs Open Discussion – Whole group 	
Morning Tea Break: 10:30 - 11:00			
11:00 - 12:00	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Designing (draft) learning experiences of the 4 mini MOOCs 	<ul style="list-style-type: none"> Developing draft learning scenarios, learning activities and assessment tasks (in small groups)
12:00 - 12:30		<ul style="list-style-type: none"> Group Presentations and Peer feedback on the (draft) learning experiences of the 4 mMOOCs 	<ul style="list-style-type: none"> Providing peer feedback on draft learning scenarios, learning activities & assessment tasks
Lunch 12:30 – 13:30			
13:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Revising (draft) learning experiences Individual/Group Reflections on IWS4 Planning for the next steps 	<ul style="list-style-type: none"> Revising draft learning scenarios, learning activities & assessment tasks Reflecting on the activities engaged in Interactive Workshop 4 Planning for the next set of activities (in Interactive Workshop 5)

CPD MOOC-OER-OEP Design-Interactive Workshop 4-OUSL-CEMCA-SPK

Annexure 4e – Workshop Schedule - IWS 5

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 5 - Detailed Planning of the CPD MOOC – Designing Learning Experiences 05 November 2017 (Sunday)</p>		
Time	Topic	Activities
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka "Scenario-based Learning Approach" - Som Naidu (SKYPE) Open Discussion – Whole group
10:00 - 10:30	Initial Planning Session	<ul style="list-style-type: none"> Open Discussion on use of SBL approach to design learning experiences
<p align="center">Morning Tea Break: 10:30 - 11:00</p>		
11:00 - 12:00	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Designing (DRAFT) learning experience of mini MOOC No.2 Group Presentations and Peer feedback on the (DRAFT) learning experience of mini MOOC No.2
12:00 - 12:30		<ul style="list-style-type: none"> Providing peer feedback on DRAFT learning scenarios, learning activities & assessment tasks of mini MOOC No. 2
<p align="center">Lunch 12:30 – 13:30</p>		
13:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Revising learning experiences of mini MOOC2 Individual/Group Reflections on IWS5 Planning for the next steps
<p align="right">CPD MOOC-OER-OEP Design- Interactive Workshop 5-OUSL-CEMCA-5PK</p>		

Annexure 4f – Workshop Schedule - IWS 6

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 6 - Detailed Planning of the CPD MOOC – Designing Learning Experiences 11 November 2017 (Saturday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on use of the Scenario-based Learning (SBL) approach to design learning experiences – Whole group 	<ul style="list-style-type: none"> Reflect on IWS 5 - Use of SBL approach to design learning experiences of CPD MOOC Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design an efficient, effective and engaging online learning experience</i> Providing peer feedback on the DRAFT learning scenarios for CPD MOOC
10:00 - 10:30	Initial Planning Session	<ul style="list-style-type: none"> Individual presentations on the (DRAFT) learning scenarios for CPD MOOC, and peer feedback on them 	<ul style="list-style-type: none"> Providing peer feedback on the DRAFT learning scenarios for CPD MOOC
Morning Tea Break: 10:30 - 11:00			
11:00 - 12:00	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Individual presentations on the (DRAFT) learning scenarios for CPD MOOC, and peer feedback on them (continued...) Open Discussion on appropriate learning scenarios for 4 mini MOOCs of the CPD MOOC – Whole group 	<ul style="list-style-type: none"> Providing peer feedback on the DRAFT learning scenarios for CPD MOOC (continued...) Making decisions on appropriate learning scenarios for 4 mini MOOCs of the CPD MOOC – Whole group
12:00 - 12:30			
Lunch 12:30 – 13:30			
13:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Small Group Work – Designing detailed learning experiences for 4 mini MOOCs Individual/Group Reflections on IWS5 Planning for the next steps 	<ul style="list-style-type: none"> Detailing out the DRAFT learning scenarios, learning activities and assessment tasks for 4 mini MOOCs (in small groups) Reflecting on the activities engaged in Interactive Workshop 6 Planning for the next set of activities (in Interactive Workshop 7)

CPD MOOC-OER-OEP Design- Interactive Workshop 6-OUSL-CEMCA-SPK

Annexure 4g – Workshop Schedule - IWS 7

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 7 - Detailed Planning of the CPD MOOC – Designing Learning Experiences 19 November 2017 (Sunday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on the Progress of CPD MOOC Design up to now– Whole group 	<ul style="list-style-type: none"> Reflect on IWS 5-6 - Use of SBL approach to design learning experiences of CPD MOOC Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design an efficient, effective and engaging online learning experience</i>
10:00 - 10:30	Reflecting Session	<ul style="list-style-type: none"> Reflecting on the (DRAFT) learning scenarios planned for the CPD MOOC 	<ul style="list-style-type: none"> Reflecting on the (DRAFT) learning scenarios planned for 4 mini MOOCs of the CPD MOOC, and how to make improvements/changes based on the feedback received from Prof. Som Naidu
Morning Tea Break: 10:30 -11:00			
11:00 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Designing detailed learning scenarios for the 4 mini MOOCs 	<ul style="list-style-type: none"> Detailing out the REVISED DRAFT learning scenarios for 4 mini MOOCs (in small groups)
Lunch 12:30 – 13:30			
13:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Group presentations on the (REVISED DRAFT) learning scenarios for 4 mini MOOCs, and peer feedback on them Individual/Group Reflections on IWS7 Planning for the next steps 	<ul style="list-style-type: none"> Providing peer feedback on the DRAFT learning scenarios for 4 mini MOOCs Reflecting on the activities engaged in Interactive Workshop 7 Planning for the next set of activities (in Interactive Workshop 8)

CPD MOOC-OER-OEP Design- Interactive Workshop 7-OUSL-CEMCA-SPK

Annexure 4h – Workshop Schedule - IWS 8

<p style="text-align: center;">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 8 - Detailed Planning of the CPD MOOC – Designing Learning Experiences 01 December 2017 (Friday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introductory Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on the Progress of CPD MOOC Design up to now– Whole group 	<ul style="list-style-type: none"> Reflect on the Progress of CPD MOOC Design up to now- Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design an efficient, effective and engaging online learning experience</i>
10:00 - 10:30	Reflecting Session	<ul style="list-style-type: none"> Reflecting on the (DRAFT) learning scenarios planned for the CPD MOOC 	<ul style="list-style-type: none"> Reflecting on the (DRAFT) learning scenarios agreed upon, for 4 mini MOOCs of the CPD MOOC, and how to make further improvements based on the feedback received from Prof. Som Naidu
Morning Tea Break: 10:30 -11:00			
11:00 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Working on the learning and assessment tasks for the 4 mini MOOCs 	<ul style="list-style-type: none"> Detailing out the learning and assessment tasks aligned with the learning outcomes to be achieved in the 4 mini MOOCs, and matching with the learning scenarios (in small groups)
Lunch 12:30 – 13:30			
13:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Group presentations on the learning and assessment tasks in relation to the learning scenarios for 4 mini MOOCs, and peer feedback on them Individual/Group Reflections on IWS8 Planning for the next steps 	<ul style="list-style-type: none"> Providing peer feedback on the DRAFT learning and assessment tasks in relation to the learning scenarios for 4 mini MOOCs Reflecting on the activities engaged in Interactive Workshop 8 Planning for the next set of activities – Getting ready for the Review Workshop in January, 2018, with Prof. Som Naidu Distribution of work among the team members to be completed by 31st December 2017.

CPD MOOC-OER-OEP Design- Interactive Workshop 8-OUSL-CEMCA-5PK

Annexure 5a – CPD MOOC Design Workshop Schedule (p1)

 <p style="text-align: center;"> Design and Development of CPD MOOC on OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Design Workshop – 2nd – 5th January 2018 at Best Western Elyon, Colombo Project implemented by The Open University of Sri Lanka with the support of Commonwealth Educational Media Centre for Asia, New Delhi </p> 	
DAY 1 – 02.01.18	
Duration	Topic/Focus
11.30 am- 1.00 pm	Research Team Meeting <ul style="list-style-type: none"> Review status of CPD MOOC Design research work up to 31.12.2017 Discuss what needs to be done and plan relevant activities
Lunch Break: 1.00 - 2.00 pm	
2.00 pm- 2.30 pm	Welcome & Introduction <ul style="list-style-type: none"> Welcome Address by the Project Leader - <i>Prof. Shironica Karunanayaka</i> Address by Programme Officer/CEMCA - <i>Dr. Manas Panigrahi</i> Address by Vice Chancellor/OUSL – <i>Prof. S.A. Ariadurai</i> Introduction to the Workshop: Goals, Outcomes and Outputs – <i>Prof. Som Naidu</i> Vote of Thanks by Director/International Relations - <i>Prof. J.C.N. Rajendra</i>
2.30 pm – 3.30 pm	Presentation of Progress of CPD MOOC Design <ul style="list-style-type: none"> An Overview of the CPD MOOC-OER-OEP (Aim; Key features; Structure) Key Competency & Learning Outcomes of the four mini MOOCs of the CPD MOOC Draft Learning Scenarios; Learning Activities; Assessment Tasks of four mini MOOCs
3.30 pm – 4.30 pm	Feedback and Open Discussion <ul style="list-style-type: none"> General feedback on the presentations An open discussion
Tea 4.45 - 5.00	
	<i>Shironica Karunanayaka</i> <i>Som Naidu, JCN Rajendra</i> <i>S.A. Ariadurai</i>
	<i>Shironica Karunanayaka</i> <i>JCN Rajendra</i> <i>Team Members</i> <i>Som Naidu</i> <i>Team Members</i>

Annexure 5b – CPD MOOC Design Workshop Schedule (p2)

DAY 2 – 03.01.18		
Duration	Topic/Focus	Activities/Plans/Processes
9.00 am-10.30 am	Guidelines and Framework	<ul style="list-style-type: none"> Design-based Research (DBR) approach adopted in the process Pedagogical Design of CPD MOOC – Scenario-based Learning (SBL) approach Guidelines and Framework – Development of Learning Scenarios; Learning Activities and Assessment Tasks; Assessment Rubrics. <p style="text-align: center;">Tea Break: 10.30 -11.00 am</p>
		Shironica Karunanayaka Som Naidu Som Naidu
10.30 am-1.00 pm	Group Work	<ul style="list-style-type: none"> Participants will work in small groups on revising/refining the Learning Scenarios; Learning Activities and Assessment Tasks; Development of Assessment Rubrics Feedback/Guidance - from the workshop facilitator <p style="text-align: center;">Lunch Break: 1.00 -2.00 pm</p>
		Team Members Som Naidu
2.00 pm – 4.00 pm	Presentation of Progress	<ul style="list-style-type: none"> Presentations from each group – Learning Scenarios, Learning & Assessment Tasks Specific Feedback/Guidance - from the workshop facilitator <p style="text-align: center;">Tea 4.00 - 4.15</p>
		Team Members Som Naidu
DAY 3 – 04.01.18		
Duration	Topic/Focus	Activities/Plans/Processes
9.00 am-10.30 am	Guidelines and Framework	<ul style="list-style-type: none"> Guidelines and Framework –Integration of OER as Learning Resources in the CPD MOOC <p style="text-align: center;">Tea Break: 10.30 -11.00 am</p>
		Som Naidu
10.30 am-1.00 pm	Group Work	<ul style="list-style-type: none"> Participants will work in small groups on Integration of OER as Learning Resources; Planning development of short video clips as OER Feedback/Guidance - from the workshop facilitator <p style="text-align: center;">Lunch Break: 1.00 -2.00 pm</p>
		Team Members Som Naidu
2.00 pm – 4.00 pm	Presentation of Progress	<ul style="list-style-type: none"> Presentations from each group – Integration of OER as Learning Resources; Videos Specific Feedback/Guidance - from the workshop facilitator <p style="text-align: center;">Tea 4.00 - 4.15</p>
		Team Members Som Naidu

Annexure 5c – CPD MOOC Design Workshop Schedule (p3)

DAY 4 – 05.01.18		
Duration	Topic/Focus	Activities/Plans/Processes
9.00 am- 10.30 am	Guidelines and Framework	<ul style="list-style-type: none"> Guidelines and Framework – CPD MOOC Development in Moodle platform Open Discussion
Tea Break: 10.30 -11.00 am		
10.30 am- 1.00 pm	Group Work	<ul style="list-style-type: none"> Participants will work in small groups on planning development of four mini MOOCs of the CPD MOOC in Moodle platform Feedback/Guidance - from the workshop facilitator
Lunch Break: 1.00 -2.00 pm		
2.00 pm – 2.30 pm	Presentations	<ul style="list-style-type: none"> Presentations from each group Specific Feedback/Guidance - from the workshop facilitator
2.30 pm – 3.30 pm	Reflections	<ul style="list-style-type: none"> Participants reflecting on shifts in their perceptions, perspectives & practices; insights gained; challenges/frustrations; achievements/successes; impacts....etc.
3.30 pm – 4.00 pm	Conclusion	<ul style="list-style-type: none"> Planning for the next set of activities in CPD MOOC-OER-OEP development Conclusion
Tea 4.00 - 4.15		
		Som Naidu Team Members
		Team Members Som Naidu
		Team Members Som Naidu
		Team Members Som Naidu Shironica Karunanayaka

Annexure 6a – Workshop Schedule - IWS 9

<p align="center">Design and Development CPD MOOC – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 9 - Developing the CPD MOOCs - 18 February 2018 (Sunday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introduction & Reflecting Session	<ul style="list-style-type: none"> • Welcome and Introduction to the Workshop - Shironica Karunanayaka • Open Discussion on the Progress of CPD MOOC Design and Development up to now– Whole group • Reflecting on the (DRAFT) video scripts on the learning scenarios planned for the Video-based Scenario productions in CPD MOOCs 	<ul style="list-style-type: none"> • Reflect on the Progress of CPD MOOC Design and Development process up to now- • Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations • Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> • Solution – <i>Use Scenario-based learning (SBL) approach to design and develop an efficient, effective and engaging online learning experience in a CPD MOOC</i> • Reflecting on the (DRAFT) video scripts agreed upon, on the learning scenarios planned for the Video-based Scenario productions for the 4 CPD MOOCs, and how to make further improvements, working with CETMe, based on the feedback received from Prof. Som Naidu
Morning Tea: 10:00 -10:30			
10:30 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> • Small Group Work – Working on the (DRAFT) video scripts on the learning scenarios for the 4 CPD MOOCs 	<ul style="list-style-type: none"> • Further improving the (DRAFT) video scripts on the learning scenarios for the 4 CPD MOOCs (in small groups, with the facilitation of Mr. Sameera T. from CETMe)
Lunch: 12:30 – 13:30			
13:30 - 14:30	Group Presentations & Peer Feedback	<ul style="list-style-type: none"> • Group presentations on the improved video scripts on the learning scenarios of the 4 CPD MOOCs, and peer feedback on them 	<p>Discussion and providing peer feedback on the improved video scripts on the learning scenarios of the 4 CPD MOOCs,</p>
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> • Open Discussion – Reviewing the CPD MOOCs in MOODLE (in progress) • Individual/Group Reflections on IWS9 	<ul style="list-style-type: none"> • Discussion on CPD MOOCs in MOODLE (in progress) & required improvements • Reflecting on the activities engaged in Interactive Workshop 9

CPD MOOC-OER-OEP Design- Interactive Workshop 8-OUSL-CEMCA-SPK

Annexure 6b – Workshop Schedule - IWS 10

<p align="center">Design and Development of CPD MOOCs – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 10 - Developing the CPD MOOCs - 25 February 2018 (Sunday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introduction & Reflecting Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on the Progress of CPD MOOC Design and Development up to now– Whole group Reflecting on the IMPROVED (DRAFT) video scripts on the learning scenarios planned for the Video-based Scenario productions in CPD MOOCs 	<ul style="list-style-type: none"> Reflect on the Progress of CPD MOOC Design and Development process up to now- Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design and develop an efficient, effective and engaging online learning experience in a CPD MOOC</i> Reflecting on the IMPROVED (DRAFT) video scripts planned for the Video-based Scenario productions for the 4 CPD MOOCs, and how to make further improvements, working with CETMe, based on the feedback received from Prof. Som Naidu
Morning Tea: 10:00 -10:30			
10:30 - 12:30	Detailed Planning of 4 Mini MOOCs	<ul style="list-style-type: none"> Small Group Work – Working on the IMPROVED (DRAFT) video scenarios for the 4 CPD MOOCs 	<ul style="list-style-type: none"> Fine-tuning the IMPROVED (DRAFT) video \-scenarios for the 4 CPD MOOCs (in small groups, with the facilitation of Mr. Sameera T. from CETMe)
Lunch: 12:30 – 13:30			
13:30 - 14:30	Group Presentations	<ul style="list-style-type: none"> Group presentations on the finalised video scenarios of the 4 CPD MOOCs. 	<p>Discussion and providing peer feedback on the finalized video scripts on the learning scenarios of the 4 CPD MOOCs,</p>
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Open Discussion – Reviewing the CPD MOOCs in MOODLE (in progress) Individual/Group Reflections on IWS9 Planning for the next steps 	<ul style="list-style-type: none"> Discussion on CPD MOOCs in MOODLE (in progress) Reflecting on the activities engaged in Interactive Workshop 9 Planning for the next set of activities – Video Production, Moodle Distribution of work among the team members Conclusion and Evening Tea

CPD MOOC-OER-OEP Design- Interactive Workshop 10-OUSL-CEMCA-SPK

Annexure 6c – Workshop Schedule - IWS 11

<p align="center">Design and Development of CPD MOOCs – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 11 - Developing the CPD MOOCs - 14 March 2018 (Wednesday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introduction & Reflecting Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on the Progress of CPD MOOC Design and Development up to now-- Whole group Reflecting on different aspects of the CPD MOOCs 	<ul style="list-style-type: none"> Reflect on the Progress of CPD MOOC Design and Development process up to now- Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design and develop an efficient, effective and engaging online learning experience in a CPD MOOC</i> Reflecting on the progress of different aspects in the CPD MOOCs design and development process
Morning Tea: 10:00 -10:30			
10:30 - 12:30	Improving the 4 CPD MOOCs	<ul style="list-style-type: none"> Small Group Work – Working on finalising the Assessment Rubrics and Pre-Tests for the four CPD MOOCs 	<ul style="list-style-type: none"> Fine-tuning the Assessment Rubrics of the four CPD MOOCs Finalising the Pre-Tests for the four CPD MOOCs
Lunch: 12:30 – 13:30			
13:30 - 14:30	Group Presentations	<ul style="list-style-type: none"> Searching / Creating Learning Resources; Updating the CPD MOOCs online (in MOODLE) 	<ul style="list-style-type: none"> Searching for Learning Resources (OER) and categorising them Planning for creation of Learning Resources as OER Updating the CPD MOOCs online (in MOODLE)
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Open Discussion - Improving the CPD MOOC development (IN PROGRESS) in MOODLE; Video production plans Individual/Group Reflections on IWS11 Planning for the next steps 	<ul style="list-style-type: none"> Discussion on CPD MOOCs in MOODLE (in progress) Reflecting on the activities engaged in Interactive Workshop 11 Planning for the next set of activities – Video Productions, Moodle Distribution of work among the team members Conclusion and Evening Tea

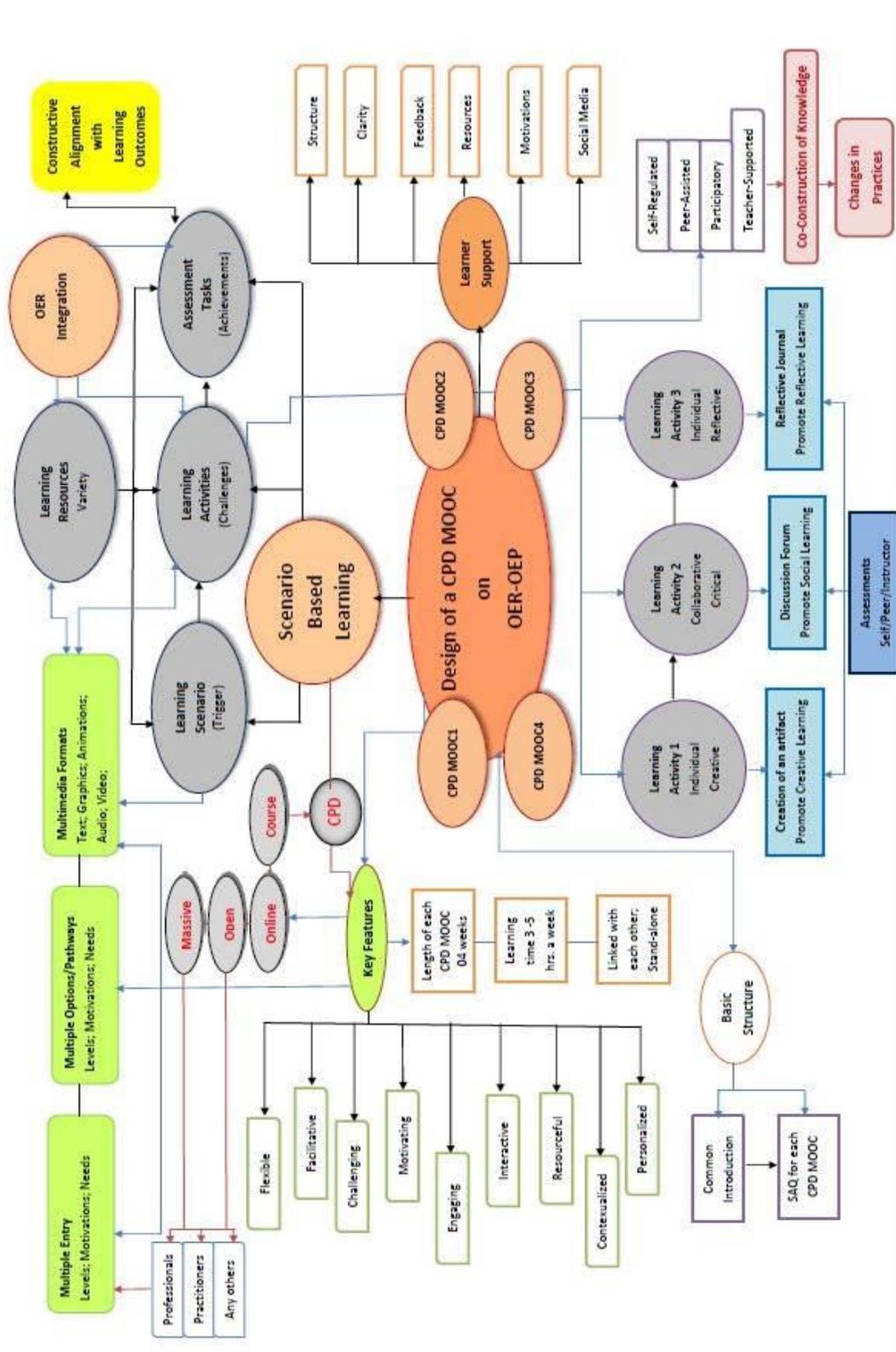
CPD MOOC-OER-OEP Design- Interactive Workshop 11-OUSL-CEMCA-SPK

Annexure 6d – Workshop Schedule - IWS 12

<p align="center">Design and Development of CPD MOOCs – OER-OEP A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase I) Interactive Workshop 12 - Improving the CPD MOOCs Created in MOODLE LMS 26 May 2018 (Saturday)</p>			
Time	Topic	Activities	Details
09:00 – 10:00	Introduction & Reflecting Session	<ul style="list-style-type: none"> Welcome and Introduction to the Workshop - Shironica Karunanayaka Open Discussion on the Progress of CPD MOOC Design and Development up to now– Whole group Reflecting on different aspects of the CPD MOOCs 	<ul style="list-style-type: none"> Reflect on the progress of CPD MOOC Design and Development process up to date. Continuing with Stage 2 of the DBR approach – Development of solutions informed by existing design principles and technological innovations Problem – <i>How to design an effective CPD MOOC on OER and OEP?</i> Solution – <i>Use Scenario-based learning (SBL) approach to design and develop an efficient, effective and engaging online learning experience in a CPD MOOC</i> Reflecting on the progress of different aspects in the CPD MOOCs design and development process
Morning Tea: 10:00 -10:30			
10:30 - 12:30	Improving the 4 CPD MOOCs in MOODLE LMS	<ul style="list-style-type: none"> Small Group Work – Working on improving the four CPD MOOCs created in MOODLE LMS 	<ul style="list-style-type: none"> Reviewing and revising content in the four CPD MOOCs in MOODLE LMS improving the presentation of content in the four CPD MOOCs created in MOODLE LMS
Lunch: 12:30 – 13:30			
13:30 - 14:30	Group Presentations	<ul style="list-style-type: none"> Presenting the updated CPD MOOCs in MOODLE LMS 	<ul style="list-style-type: none"> Peer review on further improving different aspects of the CPD MOOCs in MOODLE LMS
14:30 - 15:30	Reflection Conclusion	<ul style="list-style-type: none"> Open Discussion - Improving the CPD MOOC development in MOODLE LMS Individual/Group Reflections on IWS12 Planning for the next steps 	<ul style="list-style-type: none"> Discussion on finalizing the CPD MOOCs in MOODLE LMS Reflecting on the activities engaged in Interactive Workshop 12 Planning for the next set of activities – Video Productions, Moodle Distribution of work among the team members Conclusion and Evening Tea

CPD MOOC-OER-OEP Design- Interactive Workshop 11-OUSL-CEMCA-5PK

Annexure 7: Concept Map of the Overall Plan of the CPD MOOCs



Annexure 8a: CPD MOOCs developed in the MOODLE LMS hosted and in OUSL Server

OUSL Elearn

Dashboard > My courses > CPD MOOC

NAVIGATION

- Dashboard
 - Site home
 - Site pages
- My courses
 - CPD MOOC
 - CPDMOOC1_2018
 - CPDMOOC2_2018
 - CPDMOOC3_2018
 - CPDMOOC4_2018
 - CPDMOOCCH_2018
 - Education
 - Courses

ADMINISTRATION

- Category: CPD MOOC
 - Competency frameworks

Course categories: CPD MOOC

Search courses:

CPDMOOC-OER & OEP

Teacher: Prof. Shironica Karunanayaka
Teacher: Prof. Som Naidu
Teacher: Prasadini Perera
Teacher: Prof. J.C.N Rajendra

CPDMOOC-Understanding OER

Teacher: Prof. Shironica Karunanayaka
Teacher: Prof. Som Naidu
Teacher: Prasadini Perera
Teacher: Prof. J.C.N Rajendra

CPDMOOC-Searching and Evaluating OER

Teacher: Prof. Shironica Karunanayaka
Teacher: Prof. Som Naidu
Teacher: Prasadini Perera
Teacher: Prof. J.C.N Rajendra

CPDMOOC-Adapting and Creating OER

Teacher: Prof. Shironica Karunanayaka
Teacher: Prof. Som Naidu
Teacher: Prasadini Perera
Teacher: Prof. J.C.N Rajendra

CPDMOOC-Integrating OER and Adopting OEP

Teacher: Prof. Shironica Karunanayaka
Teacher: Prof. Som Naidu
Teacher: Prasadini Perera
Teacher: Prof. J.C.N Rajendra

<http://elearn.ou.ac.lk/>

Annexure 8b: A Weblog on the Research Project

CPD MOOCs on OER & OEP

Home About Concept Maps Reflections Research Gallery

MOOC MUSINGS

Designing MOOCs with a Difference

OPEN EDUCATIONAL RESOURCES and OPEN EDUCATIONAL PRACTICES are gaining attention as instruments of change in education. MOOCs offer a viable approach to build capacity in their adoption and integration quickly and on a large scale. However contemporary approaches to the design of MOOCs are failing to make most of the opportunities they afford. There is an urgent need to rethink and re-imagine MOOCs that are practice-based and context focused as opposed to being content-driven. This blog-stream captures our experiences in designing and developing MOOCs with a difference – ones that mirror best practices and sound principles of learning and teaching online, and in our pursuit of answers to the question, “How best to design MOOCs on OER and OEP for continuing professional development of practitioners.

– CPD MOOC TEAM

SHARE THIS:

Shironica Karunanayaka

Som Naidu

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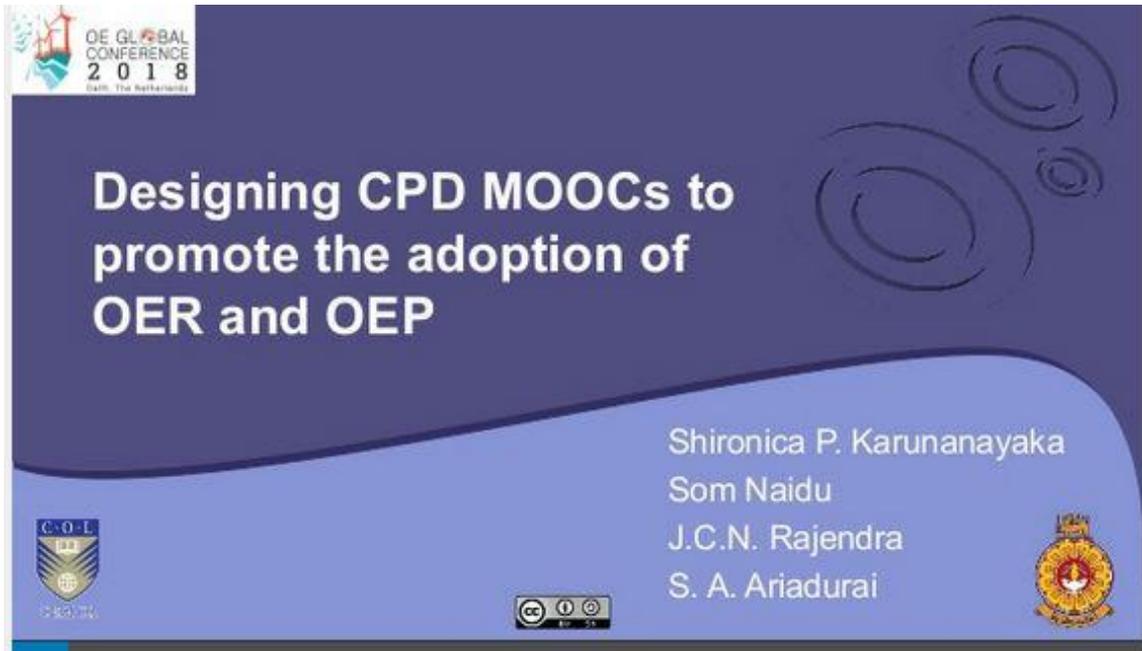
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<http://www.ou.ac.lk/home/>

Retrieved from: <https://cpdmooocs.wordpress.com/>

Annexure 9a: Conference Presentation

Research Presentation made in the Conference Open Education Global (OE GLOBAL-2018), 24-26 September 2017, Delft, The Netherlands



Retrieved from: <https://www.slideshare.net/shka/oe-global-2018karunanayakaetal>

Annexure 9b: Journal Paper

Research paper published in the Journal Open Praxis

Open Praxis, vol. 10 Issue 2, April–June 2018, pp. 1–12 (ISSN 2304-070X)
2018 Open Education Global Conference Selected Papers

OPEN PRAXIS



Designing Continuing Professional Development MOOCs to promote the adoption of OER and OEP

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Abstract

There is growing interest in the adoption of open educational resources (OER) and open educational practices (OEP) in a variety of contexts. Continuing professional development (CPD) among practitioners in the effective adoption of OER and OEP is critical in this scenario. Massive open online courses (MOOCs), which also grew as part of the open education movement, provide a feasible means for this purpose. MOOCs are considered a 'disruptive innovation' in making free and open learning opportunities accessible to large numbers. Yet, the design of an effective massive online course that is as robust as a great online course with smaller student numbers where good principles of teaching and learning are maintained, is very challenging. Most contemporary MOOCs tend to have a content-driven focus of knowledge transmission, deviating from its original focus of knowledge generation. With the intention of providing learning experiences to promote learner engagement with OER, rather than presenting content about OER, we designed four CPD MOOCs to support the integration of OER and adoption OEP by practitioners based on a scenario-based learning (SBL) approach. This paper presents the analysis and design phases of this process, discussing the challenges faced and innovative strategies adopted in our pursuit to answer the question, "How best to design effective MOOCs on OER and OEP for continuing professional development of practitioners?"

Keywords: MOOC design; Continuing Professional Development; Open Educational Resources; Open Educational Practices; Scenario-based Learning; Learning Experience Design

DOI: <http://dx.doi.org/10.5944/openpraxis.10.2.826>

Annexure 9c: Conference Submission

Abstract submitted to the Conference – Open University International Research Sessions (iOURS-2018), to be held in 29-30 November 2018, OUSL, Sri Lanka.

<<http://www.ou.ac.lk/ours/>>

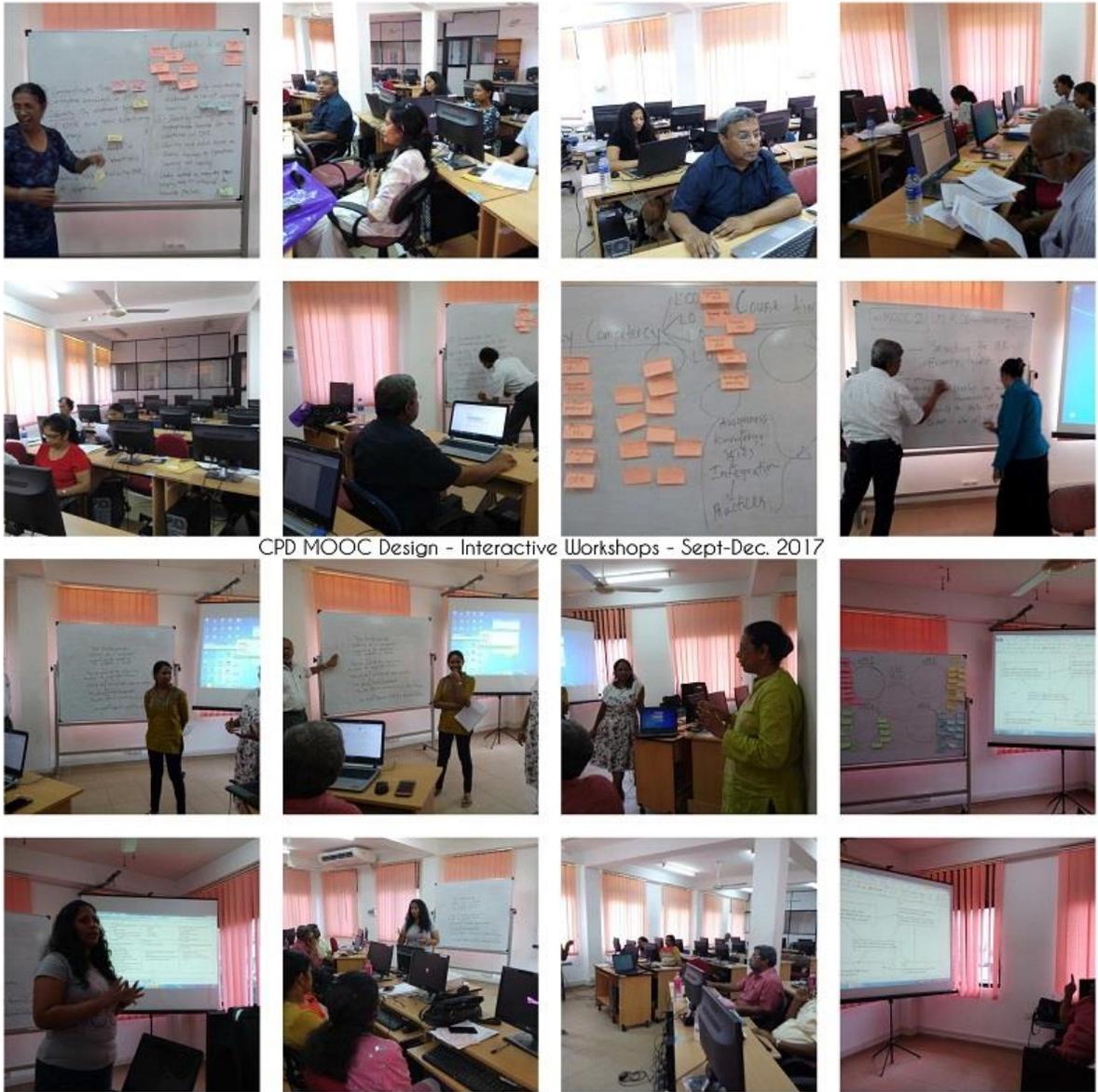
Reflections on the design and development of scenario-based videos in MOOCs

I.A. Premaratne, T.C. Sandanayake, Samanthika R. Hettiarachchi, S.A.S. Kaushalya Perera, Shironica P. Karunanayaka, and Som Naidu

Abstract

Massive Open Online Courses (MOOCs) are increasing in popularity mostly because they offer free and open learning opportunities for large numbers of participants. A major feature of contemporary MOOCs is their use of videos to present subject matter content. Very often this appears very monotonous and uninspiring and is not very different from lecture capture, where it is not certain to what extent learners are engaging with the presentation and its content. This paper reports on a different kind of use of videos in the context of four MOOCs developed to promote continuing professional development (CPD) of practitioners in open educational practices (OEP). These videos are scenario-based and they serve to situate the learner in authentic learning situations for meaningful learning to take place. The primary purpose of these Scenario-based Videos (SBVs) was to provide the learning context as well as the triggers to activate learning, by gaining learners' attention and situating them in an authentic learning context. The skills required for the creation of these SBVs included script writing, video shooting, and video editing. This study focuses on the challenges faced by the MOOC design team who functioned as creators of SBVs, and strategies used to overcome those challenges, based on their reflections during the video shooting process. It also discusses the similarity of movie or stage-play production with scenario-based video production and the advantage of integrating SBVs in a MOOC. Their advantage is that they seek to place the learners in authentic and real-world situations where they are required to think through a real-world problem and using the content to solve that problem, as opposed to listening to someone telling them about the solution as is usually the case in most videos that we see in contemporary MOOCs.

Annexure 10a: Interactive Course Design Workshops – Selected Photographs



CPD MOOC Design - Interactive Workshops - Sept-Dec. 2017

Annexure 10b: CPD MOOC Design Workshop – Selected Photographs



Annexure 10c: Video Shooting in Progress – Selected Photographs



Annexure 10d: Project Progress Review Meetings (in Sri Lanka & India) – Selected Photographs

Progress Review Meeting with Director/CEMCA – 19 April 2018 at OUSL, Nawala, Sri Lanka



CEMCA Partners' Meeting – 19-20 June 2018 at New Delhi, India

